# **Behaviour Policy**

Review Autumn 2020

#### Introduction

The **Head Teacher** will have **overall** responsibility for the behaviour of children within the school. The day-to-day implementation of the policy is the responsibility of the Senior Leadership Team (SLT), class teachers, support teachers and lunchtime supervisors.

This policy is to be reviewed in Autumn 2020.

### **Behaviour principles (Covid)**

Children are expected to:

- follow any altered routines for arrival and departure and maintain 2m distance on markers
- follow school instructions on hygiene, such as frequent handwashing and sanitising
- follow instructions on which pupils they can socialise with at school (their own bubble). They <u>must not</u> deviate from this bubble.
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing). Children <u>must not</u> cross into areas that have been cordoned off or where signs tell them not to enter.
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow explicit rules about sharing any equipment or other items including drinking bottles. They <u>must not</u> share any items other than resources allocate dot their group.
- follow expectations about breaks or play times, including where children may or may not play
- follow rules for use of toilets (one at a time and no congregating)
- under no circumstances spit or cough towards another person

If any of these principles are continually flouted then children will move through the behavior steps in Annex 1.

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#### Rewards

## Classroom rewards strategy

The school has a range of rewards that can be used at staffs' discretion: Dojo points and raffle tickets. These will be used in addition to verbal praise. These allow staff to reward children on an individual basis and as a whole class. Staff will continue to refer to the school values.

### Sanctions:

- Non-verbal reminders.
- Verbal warnings.
- Spoken to by a member of the Senior Team.
- Exclusion.
- Bottom line behaviours will result in an immediate call home.

(Behaviour Recovery sanctions will no longer be used so we can adhere to social distancing rules.)

In the case of severe behavioural incidents (bottom line) or a child receiving four verbal warnings, parents will be immediately requested to attend school to collect their child. This is to ensure that we can maintain a safe environment for staff and pupils during the pandemic.

School's position on exclusions remains the same if children do not follow rules set.

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Annex 1.

### **CONSTANT USE OF**

Classroom behaviour management strategies to quickly and effectively address off-task behaviour and build positive relationships.

Visual prompts
on-task prompts
diversionary statements
non-verbal communication
proximity control
tactical ignoring
use of humour.
take-up time

At this stage, it is vital that 'take up time' and positive encouragement is given in order for pupil to make the right choice.

#### TO BE USED THROUGHOUT THE PROCESS

#### Step 1 – First Warning



# Step 2 - Second Warning



## Step 3 - Third Warning

If space and staffing allows, pupil to be given 5 minutes outside the classroom to make the right choice. Pupil <u>must not</u> leave the designated area.



Step 4 – Fourth Warning SLT intervene and call the child's parent.

# **BOTTOM LINE**

Pupil is judged to be a danger to others.

Phone call to parents/carers to pick up pupil.